

# **Comprehensive School Improvement Plan (CSIP) Redesign Technical Assistance**

## **Iowa Department of Education**

### **CSIP Constant Conversation Question #3:**

**How do/will we know student learning has changed?**

**March 2004**



**The Department sent an e-mail on Tuesday, March 30, to CSIP contacts. The e-mail contained eight attachments for Technical Assistance Question #3:**

- 1. This Power Point—Question #3**
- 2. CSIP Graphic**
- 3. District Assessments—Regulatory Chart**
- 4. Diagnostic Assessments—Technical Assistance**
- 5. Westlake Teaching Document CSIP Question #3 (without textboxes)**
- 6. Westlake Teaching Document Question #3 (with textboxes)**
- 7. Westlake District-wide Assessments Chart**
- 8. Q&A**

**If you did not receive this e-mail, all documents will be available at this web site address:**

**<http://www.state.ia.us/educate/ecese/asis/csi/documents.html>**

**Educators need  
quality information  
about student learning  
to make sound  
decisions about  
curriculum and  
instructional  
strategies.**

# **CSIP Technical Assistance Question #3 Purposes**

- **Review four Constant Conversation Questions**
- **Present Required State and Federal Assessments (next three years)**
- **Present Westlake CSIP Teaching Document Constant Conversation #3: How do/will we know student learning has changed? (CSIP narrative and assessments chart)**
- **Present March Q&A.**

# Uses of this Power Point for Various Audiences

- Board members, advisory groups, administrators, teachers, consultants, etc.—you can tailor your presentation to the audience
- Click on the appropriate icon in your toolbar for any of the following:
  - Power Point Show
  - Note-taking pages (print multiple slides per page)
- Choose slides most appropriate to your audience

# Distribution of Information

- The March CSIP videotape (CSIP Question #3) should be available through your AEA early in early April.
- All CSIP documents are available at this web site address:  
<http://www.state.ia.us/educate/education/asis/csi/documents.html>

# **Review Question:**

**What are the four  
Constant Conversation  
Questions that provide  
the fundamental  
framework for CSIP  
development?**

## **Constant Conversations for Student Benefit CSIP Framework**

- **What do data tell us about our student learning needs?**
- **What do/will we do to meet student learning needs?**
- **How do/will we know student learning has changed?**
- **How will we evaluate our programs and services to ensure improved student learning?**



## **Review Question:**

**Why are these four questions fundamental?  
Why can we have these conversations over time?**

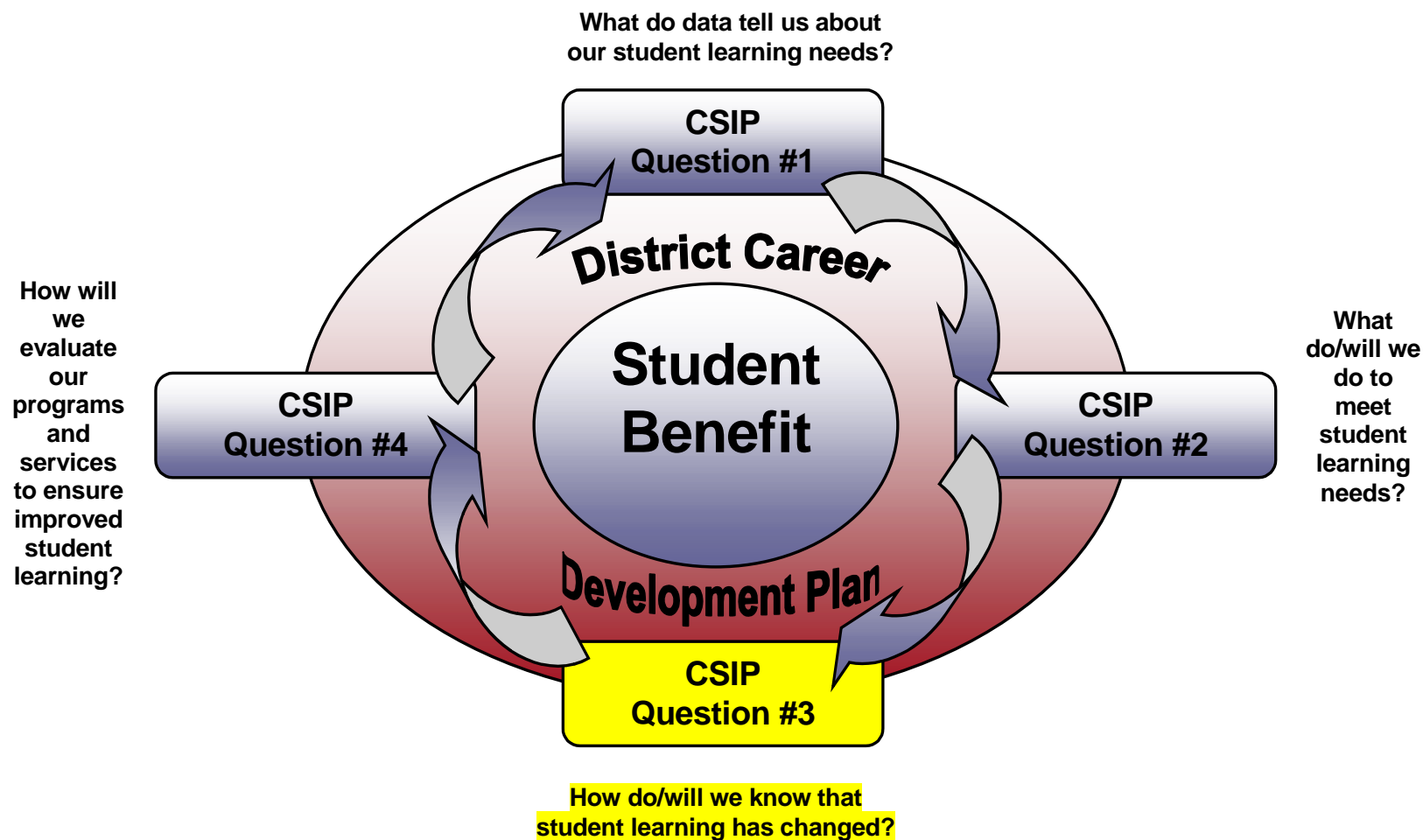
# **“Constant Conversations”**

- **State and federal laws and rules will change; however, these four questions are free of specific statute and rule.**
- **Programs, initiatives, and curriculum will change over time; however, these four questions are free of specific content.**
- **People in the system (instruction, support, leadership, and management) will come and go; however, these four questions are not “person” dependent.**

# **CSIP Continuous Improvement Process**

- The graphic on the next slide is intended to show that comprehensive school improvement is a continuous cycle of the four Constant Conversation Questions.
  - The district career development plan (professional development program) supports the CSIP cycle and functions as structured action research.
  - Question #3 is highlighted in yellow since that is the focus of this Power Point.

# Comprehensive School Improvement Plan (CSIP) Constant Conversations for Student Benefit



## **Before You Begin Constant Conversation #3**

- **Have you completed the data analyses from Question #1: What do data tell us about our student learning needs?**

## Before You Begin Constant Conversation #3

- Have you determined on which **priorities (goals)** the district will focus to improve student achievement?

## Before You Begin Constant Conversation #3

- Did you determine the “**indicators**” that you will use to measure goal progress before you determined actions to meet the needs?

## **Before You Begin Constant Conversation #3**

- **Have you determined the most appropriate, research-based instructional strategies that, implemented with fidelity, will increase student learning?**  
**Question #2: What do/will we do to meet student learning needs?**



## **CSIP Constant Conversation #3:** **How do/will we know that student learning has changed?**

- **Assessment does not  
mean data.**
- **Assessment does mean  
making judgments that are  
data-driven.**

# **Assessments should assist with these determinations:**

- **What do students know and what are they able to do?**
- **How good is the evidence on which you are basing your answers?**

# **Assessments should assist with these determinations:**

- **On the basis of your evidence, are all students meeting standards and benchmarks when they need to meet them?**
- **How will you use your assessments (analyses and judgments) to improve learning for all students?**

# Assessment Expectations

- Assessments linked to standards and benchmarks
- Summary of data/information from each assessment tool should be easily understood
- Results from multiple and varied sources of information should be useful to educators
- Reporting should be made meaningful to all stakeholder groups

# **Why is assessment of student progress so important?**

- **Demonstrates accountability for student learning**
- **Helps educators identify correlations between what they do and what students learn**
- **Provides a true picture of the effectiveness of curriculum, instructional practices, and/or organizational practices/school culture.**

**On-going, multi-faceted  
assessment of student  
progress equips schools  
and school districts to  
make themselves  
accountable for the right  
thing: student learning.**

# **Considerations for Your Assessment Planning**

- **How well do assessments cover content standards?**
- **What types of assessments and test items are appropriate for measuring expectations in the standard (e.g., products or projects)?**

# **Considerations for Your Assessment Planning**

- **What indicator data will be collected and at what grade levels?**
- **When will indicator data be collected? By whom?**
- **How will these indicator data inform instructional decision making relative to the standard?**



# Let's look at the technical assistance documents.

- Locate the “Regulatory Guidance” Document for CSIP Question #3—**Public School Districts**.
- Page one contains the following information:
  - Definition of district-wide assessments
  - Principles for Iowa's Assessment Accountability System
  - Assessment System Purposes
  - Assessment System Requirements
  - Links to Assessment System Technical Assistance

# Turn to a Partner

- Read the 4<sup>th</sup> bullet under “Principles for Iowa’s Assessment Accountability System.”
- Discuss together the answer to this question:
  - How well does our local assessment system effectively drive instruction?

**Decisions made based  
upon assessment data  
can only inform  
instruction when the  
assessments given  
are “aligned” with the  
knowledge and skills  
taught.**

# Alignment

- **Alignment refers to the relationship between two particular things—a set of content standards and a set of items or tasks in an assessment tool.**

*Checking the Alignment of an Assessment Tool and a Set of Content Standards, David A. Frisbee, University of Iowa, 2003*

# Alignment

- Everything in the system needs to align. The content standards that were written down on paper need to align with activities that occur in classrooms. Teachers need to align their instructional procedures with the content and processes embodied in the content standards. **And the assessment tools used to determine how students are progressing need to be aligned with the targets represented by the content standards.**

*Checking the Alignment of an Assessment Tool and a Set of Content Standards, David A. Frisbee, University of Iowa, 2003*

# **Iowa Technical Adequacy Project (ITAP)**

- **During the 2002-03 school year, Iowa schools participated in an assessment alignment-checking process provided by the University of Iowa and funded by the Iowa Department of Education.**
- **Schools reported alignment evidence to the Department in October 2003.**

# Iowa Technical Adequacy Project (ITAP)

- **Primary Outcome:** self-assessment information that can show how well the assessment tool aligns with the content standards—individually and as a set—in the subject-matter of interest.
- The alignment-checking process can be applied to diverse subject matters and their assessments.

# **Seven-Step Alignment Process**

- 1. Content Standard Verification**
- 2. Content Standard Quality Check**
- 3. Tentative Matching Decision**
- 4. Benchmark Classification for Cognitive Complexity**
- 5. Assessment-Task Classification for Cognitive Complexity**
- 6. Assessment-Task Matching for Content**
- 7. Report Results**



# Seven-Step Alignment Process

You can access *Checking the Alignment of an Assessment Tool and a Set of Content Standards*, Dave Frisbee, University of Iowa, 2003 at this web site:

[http://projects.education.uiowa.edu/itap/Introduction/pdf/ITAP\\_Alignment\\_Paper.pdf](http://projects.education.uiowa.edu/itap/Introduction/pdf/ITAP_Alignment_Paper.pdf)

## **Minimum District-Wide Assessment Requirements Next Three Years**

- Look at page two in the same document.
- This page and the two following are only intended to show the minimum assessments required and at what grade levels.
- Page two applies to 2004-2005.
- Page three applies to 2005-2006 and 2006-2007.
- Page four applies to 2007-2008.

# **Assessments: 2004-05 School Year**

## **No New Requirements**

- **Reading (grades 4, 8, and 11)**
- **Mathematics (grades 4, 8, and 11)**
- **Science (grades 8 and 11)**
- **Multiple measure for reading, mathematics, and science (minimum of at least one additional assessment in each area at whatever grade level locally determined)**
- **Diagnostic Assessments (K-3) *applicable to school districts accessing Iowa Early Intervention Funds***

# **Assessments:** **2005-06 and 2006-07 School Years** **New Requirements**

- The new requirements are **shaded** in the chart on page three.
- **What's New #1:** Public school districts must assess students in reading and mathematics in grades 3, 5, 6, and 7
- **What's New #2:** Public school districts must assess 8<sup>th</sup> grade students in technology literacy (assessment locally determined)

## **Assessments: 2007-08 School Year New Requirement**

- The new requirement is **shaded** in the chart on page four.
- **What's New #3:** Public school districts must assess students in science at grade 5.

*Note: Many schools in Iowa already exceed these minimum requirements.*

# Assessments: Accredited Nonpublic Schools

- There is a version of this document for accredited nonpublic schools.
- Requirements for them:
  - Reading (grades 4, 8, and 11)
  - Mathematics (grades 4, 8, and 11)
  - Science (grades 8 and 11) *Note: The science requirement does not apply to nonpublic schools that do not serve students in either or both grades 8 and 11)*
- Multiple measure for reading, mathematics, and science (minimum of at least one additional assessment in each area at whatever grade level locally determined)

# **Diagnostic Assessments Technical Assistance Document**

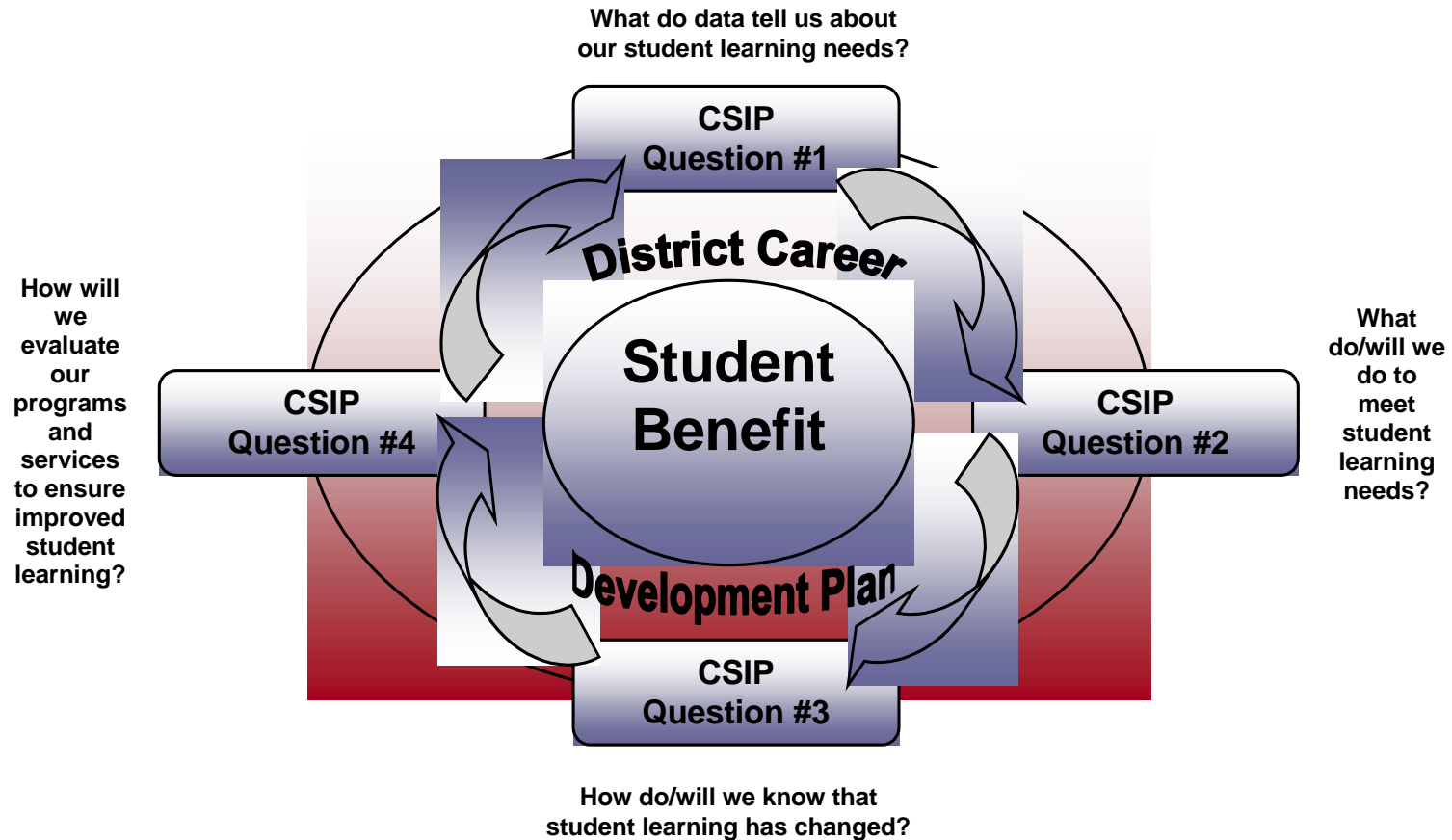
- **Public school districts have been required to give diagnostic assessments for several years. This document contains reminders about the following:**
  - Requirement
  - Students assessed
  - Purpose of diagnostic assessment
  - What is assessed
  - Frequency
  - Reporting requirements
  - Diagnostic assessments available
  - Q & A

# **Constant Conversation #3:** **How do/will we know student learning has changed?**

- **What is the connection between CSIP Constant Conversation #3 and the district career development plan—Iowa Professional Development Model?**



## Comprehensive School Improvement Plan (CSIP) Constant Conversations for Student Benefit



## **Constant Conversation Question**

**#1:**

**What do data tell us about student learning needs?**

**Professional development is based on student data and other needs assessment.**

## **Constant Conversation Question**

**#2:**

**What do/will we do to meet student learning needs?**

### **Professional Development--**

- aligned with district student long-range goals
- focused on instruction, curriculum, and assessment
- learning opportunities are research-based
- learning opportunities are aligned with the Iowa Teaching Standards and criteria
- approved professional development provider(s)
- theory, demonstration, practice, observation, collaboration, and the study of implementation

### **Constant Conversation Questions #3 and #4:**

- How do/will we know that student learning has changed? **Student data will inform decisions about the effectiveness of professional development implementation.**
- How will we evaluation programs and services to ensure improved student learning?

**A professional  
development program  
evaluation design for  
formative and  
summative evaluation**

# **CSIP Thinking Process**

## **Non-Regulatory Guidance Document**

### **Constant Conversation Question #3:** **How do/will we know student learning has changed?**

#### **Westlake Community School District**

- This document is the third of four guidance pieces about how one fictitious school district decides to “think through” a process that will lead it to a clear, concise, and usable CSIP designed to increase achievement for all students.
- This document is not intended to provide a “one size fits all” thinking process. The plan that will eventually emerge from the details that follow will be locally determined.

## **Constant Conversation #3: How do/will we know student learning has changed?**

- Look at the Westlake teaching document for Question #3—the version without the textboxes.
- Notice that the assessments listed in Westlake's plan align with indicator data from Constant Conversation #1: What do data tell us about student learning needs?

## **Constant Conversation #3: How do/will we know student learning has changed?**

- **Westlake is taking actions to remedy standards coverage issues uncovered by its alignment self-assessment completed through ITAP.**
- **Westlake will be using the same student indicator data to inform decision making with regard to multiple programs (listed top of page three).**

## **Constant Conversation #3: How do/will we know student learning has changed?**

- **Westlake needs more than state indicator data to inform decisions about the effectiveness of curriculum and instruction. (See “additional data” in the middle of page three.)**
- **Westlake is not satisfied with the quality of its current program evaluation. The district identifies additional student indicator data that it will gather in the future.**



## **Constant Conversation #3: How do/will we know student learning has changed?**

- **Look at the Westlake teaching document for Question #3—with the textboxes.**
- **Read each textbox.**
- **Remember that for teaching purposes, this district will, over time, make adjustments to its district-wide assessment plan.**

## **Constant Conversation #3:** **How do/will we know student learning has changed?**

- **Look at the Westlake assessment “chart” for 2004-05. *Note: This chart will not appear in the ClSP web system. Its use is for teaching—a school can locally use whatever document format it needs to communicate assessment tools.***

# **Westlake's Thinking Question #3: Key Points**

- This is the third of four guidance pieces.
- This is not a stand-alone document.
- The content provides a glimpse of only one district's thinking about Question #3.
- The content demonstrates a level of detail particular to this district's thinking.
- The district-wide assessment plan must be appropriate to your school.
- How much of this information will actually be placed in the CSIP web-based system will be determined after Westlake has completed its planning process.

# **Constant Conversation #3: Question and Answers**

- **Look at the Q&A for Question #3. Note that the document is divided into the following categories:**
  - **Student Data Decision Making for AYP: Who Counts and Where?**
  - **District-wide Assessments**
  - **Multiple Measures**
  - **Accommodations and Modifications**
  - **Alternate Assessments—Students with Disabilities**
  - **SINA Designation and Assessment**

**The Department will soon  
be distributing a  
“Student Data Decision-  
Making Flow Chart” to  
assist public school  
districts to determine  
Who Counts and Where  
for AYP purposes.**

## **Question # 95**

**In what ways do students participate in district-wide assessments?**

- **ALL students participate in the district-wide assessment system. There are three ways that a student can participate:**
  - 1. Taking the general district-wide assessment in the same way as most other students.**
  - 2. Taking the general district-wide assessment with accommodations.**
  - 3. Taking the state-designed alternate assessment.**

## **Question # 101**

**Do all students at the locally designated grade level or levels for the multiple assessment testing have to participate in the multiple assessments for reading, mathematics, and science?**

- **Yes, pursuant to 281—IAC 12.8(3)(b)(5) multiple assessments were required in reading and mathematics as of September 15, 2001 and for science by September 15, 2003. The only students who do not participate in district-wide assessments required in Chapter 12 (either the primary assessment or multiple assessment) are those students whose IEPs designate an alternate assessment.**

**You are encouraged to  
review all of the  
questions and answers  
included with Constant  
Conversation #3.  
Forward the information  
to stakeholders, as  
appropriate.**



# **CSIP Rule/Statute Interpretation Matrix**

- **Schools received this regulatory CSIP requirements document in October 2003.**
- **You can access the entire matrix on the Department's CSIP web site included in this Power Point.**
- **CSIP requirements for Constant Conversation #3 begin on page 18 in this document.**

**The following slide is the first row  
on page 18 of the CSIP  
Rule/Statute Interpretation Matrix.  
(You received this document in  
October.)**

**This regulatory section contains  
requirements for Question #3.**

**DWAP1 is the code for the first  
requirement under “assessment  
of all students.”**

**How do/will we know student learning has changed?  
(student data)**

Citation	Topic	Rule/Statute	Rule/Statute Interpretation	Noncompliance Statement
<b>281—IAC 12.8(1)(f)</b>	25. Assessment of all students	<b>Each school or school district shall include in its comprehensive school improvement plan provisions for district-wide assessment of student progress for all students.</b>	<ul style="list-style-type: none"> <li>• District-wide means all attendance centers within a school district or accredited nonpublic school.</li> <li>• District-wide assessment means large-scale achievement or performance measures.</li> <li>• All districts must use the ITBS and the ITED or be prepared to demonstrate that any other tests are valid and reliable and aligned to the core content standards and benchmarks corresponding to the ITBS and the ITED.</li> <li>• All students with an Individualized Education Plan (IEP) must be assessed in reading and mathematics. The majority of students with an IEP are able to participate with or without accommodations. The IEP team determines this participation.</li> <li>• All students must participate in district-wide assessments unless a student's IEP designates an alternate assessment.</li> <li>•</li> </ul>	<b>DWAP1 The comprehensive school improvement plan (CSIP) does not contain evidence that all students are included in district-wide assessments used to measure goal progress with reading and mathematics. 281—IAC 12.8(1)(f)</b>

# **Accredited Nonpublic Schools**

- **The CSIP Rule/Statute Interpretation Matrix has been modified to contain only the state requirements that apply to accredited nonpublic schools. It is available on the CSIP web site.**
- **Nonpublic requirements for Question #2 are on pages 2-6 in the regulatory document above.**

## **Assessment Reflection Question**

- **How well do the kinds of assessment instruments used by your school address stakeholder groups' fundamental expectations or meet educators' needs within the framework of the school improvement process?**

# **Projected CSIP Technical Assistance Dates**

- **Question #4: How will we evaluate our programs and services to ensure improved student learning?**
  - April TA package (videotape and e-mailed documents—most of this information will be the Winter Institute materials)
- **CSIP Web-Based System and Compliance**
  - Mid-May video demonstrating web-based system

# **Technical Assistance Goals**

- **100% schools with usable plans for student benefit**
- **100% schools perceive that the five stakeholder expectations have been met**
- **100% schools meet requirements**

# **Stakeholder Expectations**

- **Efficiency and Time**
- **Collaboration**
- **Common Understanding**
- **Meaningful Improvement**
- **Accountability: Improved Student Achievement**



# **New CSIP Questions from You**

**Please send new CSIP questions directly to  
Jeanette McGreevy at  
[jeanette.mcgreevy@ed.state.ia.us](mailto:jeanette.mcgreevy@ed.state.ia.us)**

- **Program/services evaluation questions  
(Constant Conversation Question #4)**
- **CSIP Web-based System**

**When you send new questions, please put “CSIP Questions” in the subject line so they can be easily sorted from other e-mails.**

**Thanks.**

**“Nothing, not even the most advanced technology,  
is as formidable as people working together  
enthusiastically toward a shared goal. . . .people  
become unstoppable when they are moved by a  
common vision, and have the power and tools to  
achieve it.”**

*United Technologies, Corporation Brochure*

